



BRITISH VALUES: Respect, Responsibility and Rights



TOLERANCE OF OTHERS

EMPATHY

EMOTIONAL INTELLIGENCE

RULE OF LAW

INDIVIDUAL LIBERTY / PERSONAL CHOICES

DEMOCRACY

PERSONAL RESPONSIBILITY

SELF-ESTEEM

MUTUAL AND SELF RESPECT

TOLERANCE OF OTHERS

- Pupils are encouraged to:
 - Demonstrate tolerance and acceptance of others
 - Listen to both sides of a dispute
 - Take responsibility for their own actions and classroom environment
 - Understand individual characteristics and personalities
 - Show tolerance and understanding of race, gender, religion, disabilities, sexual orientation
 - Understand discrimination and its effects
 - Understand different cultures and beliefs
 - Accept and support Special Educational Needs children.
 - Take turns with activities and show patience
- Seating plans in classrooms help to teach children tolerance
- Talk Partners help to teach children tolerance
- All staff undergo PREVENT Anti-Radicalisation training
- Federation commitment to promoting Equality and Anti-Discrimination ethos:
 - Policies on induction
 - Staff Handbook
 - Support network in place
- Pupils are encouraged to demonstrate reflective behaviour:
 - Understanding why others may be behaving in a certain way
 - Teaching them to consider how others are feeling
 - Thinking about

EMPATHY

- Pupils participate in Circle Time – listening to others and sharing their thoughts
- Pupils offer peer support and guidance
- Pupils are encouraged to learn and use Box of Feelings, Emotion Cards, Emotion Puppets and Persona Dolls
- Pupils demonstrating empathy to each other's personal situation
- Encouraging kind and helpful behaviour, such as:
 - Caring for friends on the playground
 - Doing up each other's coats
 - Turning taps on for each other
 - Charity support
 - Fundraising
- Pupils are encouraged to demonstrate reflective behaviour:
 - Understanding how their actions affect others
 - Teaching them to consider how others are feeling
- Culture of empathy towards pupils from staff members
- Empathy is an integral part of the curriculum:
 - English – appreciating emotions in poetry and fiction; empathising with characters from fiction stories.
 - Music – developing an appreciation of emotions in music
 - History - empathising with historical characters from non-fiction stories; observing and reflecting on Remembrance Day
 - PE – encouraging teamwork; understanding other children's feelings
 - Demonstrating empathy with RSE related issues
 - RE – understanding other cultures; celebrating diversity; discussions about current affairs; empathising with religious characters
 - Encouraging empathy in the PSHE curriculum
 - Hot seating in class
- Pupils demonstrating an understanding of restorative justice, to the point where they consider both children's and adults perspective as well as their own

EMOTIONAL INTELLIGENCE

- Pupils are encouraged to learn and use Box of Feelings, Emotion Cards, Emotion Puppets and Persona Dolls
- Pupils are encouraged to demonstrate reflective behaviour
- Praising acceptable and good behaviour
- Modelling good behaviour
- Accepting others needs and boundaries
- Treating each child as an individual
- Knowledge of child development and children's needs
- Knowing when to ask for help and support (Sandie)
- Emotional support through creativity
- 1:1 nurture activities
- Offering suggestions to deal with anger and other emotions
- Time out offered to support emotional needs
- Teaching children about failure and how to deal with it – it's OK to be wrong!
- Sharing good work
- Encouraging emotional intelligence in Circle Time
- Earning Merits and Sunnygrams
- Learning to use 'Self-Assessment' faces on work to demonstrate how children feel they understood (😞 😊)
- Encouraging the development of emotional intelligence through class and celebration assemblies
- Adults modelling relationships / responses when dealing with other adults

RULE OF LAW

- Pupils encouraged to understand boundaries and rules in place: peg system, marbles, stickers, routines
- Pupils are encouraged to understand and respect the reasons for rules and laws, and why they are important in a civilised society
- Pupils aware of expectations
- Verbal reinforcement from staff and pupils
- Older children enforcing College rules
- Parents and Carers aware of College rules – included on admission forms, signed to indicate acceptance
- Understanding cause and effect and the consequences of ones actions
- Teaching the pupils for life outside College
- Encouraging discussions about age-rated films and computer games and understanding the reasons why they are classified as such
- Pupils experience rules from many different areas:
 - PCSO Assemblies
 - Fire Safety
 - College rules
 - Mr Russell's rules
 - Classroom rules
 - Playground contract
 - Road Safety rules – getting to and from College safely
- Staff aware of rules:
 - New starters induction
 - College Policies
 - Settling in period
 - Staff meetings

INDIVIDUAL LIBERTY / PERSONAL CHOICES

- Rewards and sanctions in place for behaviour choices
- Pupils encouraged to take a restorative justice approach (choice of how to resolve a situation)
- High standards of learning behaviour to prohibit disruption of others' learning
- Pupils aware of choices:
 - Choice of personal conduct / behaviour
 - Child initiated learning
 - Choice of lunch
 - Choice of clubs
 - Choice of friends
 - Choice of playground activities
 - Choice of fruit at snack time
- Pupils aware of rights:
 - Right to learn
 - Right to be educated
 - Right to be heard
 - Right to be treated with respect
- Discussions of rights and choices in RSE:
 - Individual care plans
 - Circle times
 - Free play
- Competitions within College for sports logo's etc.
- Post-it notes for input in learning

DEMOCRACY

- Pupils encouraged to exercise their democratic rights within College:
 - Class votes for College Councillors
 - Votes for marble rewards
 - Votes for class rewards
 - Class vote for Roving Reporters
 - Pupil Panel selections
- Pupils given a voice and encouraged to express their opinions
- Pupils encouraged to take part in debates
- College ethos that opinions are always valued
- Peg system in place for behavioural choices
- Freedom of speech is valued (it's not just the teachers opinion that takes priority)
- Parents and Carers voice
- 'Give and take' teaching styles – children can share their own ideas during lessons
- Taking turns to share experiences in class and within College during celebration assemblies
- Timed use of resources to ensure fairness for all
- Pupils encouraged to understand and respect both adults and children's positions
- Pupils taking part in voting for local area issue (through Dover District Council), invited to choose their preferred playground activities

PERSONAL RESPONSIBILITY

- Pupils are encouraged to take personal responsibility in all aspects of their personal and College life:
 - Encouraging independent learning
 - Looking after each other
 - Behaviour during fire drills
 - Behaviour on school trips
 - Accepting the consequences of their behaviour
 - Asking for help
 - Speaking up when something is wrong
 - Completing their classwork
 - Getting in to school in time for Early Work
 - Next steps in learning / targets / gap analysis
 - Book choices – choosing the best for their ability
 - Task dots
 - Self-registration – name pegs
 - Completing homework and reading at home
 - Lunch choices – selecting the healthier options
 - Making sure they have a drink during playtimes
- Taking responsibility for personal belongings:
 - Keeping track of their jumper
 - Wearing the correct uniform
 - Looking after their PE Kit and remembering to bring it in on PE days
 - Looking after their book bag
 - Finding their water bottles
- Taking responsibility for their personal hygiene (age appropriate expectations):
 - Making sure they are clean and tidy
 - Teeth cleaning
 - Knowing when is appropriate to go to the toilet

SELF-ESTEEM

- Ethos to promote positive self-esteem throughout College:
 - Positive behaviour reinforcement
 - Constant praise
 - Stickers awards
 - Attendance prizes
 - Annual awards
 - Learning partners
 - Positive adult and child relationships
 - Celebration assemblies
 - Marble jar
 - Pegs rewarding positive behaviour
 - School uniform standards
 - Puberty, hygiene and RSE teaching
 - Merits and Superstars
 - Superstar displays in corridors
 - Performing class assemblies and nativity plays to Parents and Carers
 - Music performances
 - Promoting and modelling self-independence
 - Valuing positions of responsibility – prefects, assembly monitors
 - Parent / Carer consultations
 - Class orientations
 - Contact book
 - Positive items on College newsletter
 - Principals Superstar Tea Party
 - Circle Time – sharing achievements
 - Class X-Factor
 - Going to other classes / Principal's office to show good work
 - Head Teacher awards
 - Playing the teacher
 - Using whiteboards
 - Challenger Troop (Year 6)
 - 1:1 Learning Access
 - Work displays

MUTUAL AND SELF RESPECT

- Pupils encouraged to understand and demonstrate respect for themselves and others:
 - Showing good manners
 - Saying please and thank-you
 - Putting their hand up to speak
 - Opening doors
 - Taking turns
 - Sharing
 - Looking at the person they are speaking to
 - Listening to others
 - Respecting their own and other people's property
 - Respect for College equipment
 - Good presentation in work and self
 - Making good behaviour choices
 - Maintaining good personal hygiene
 - Showing respect regardless of differences
 - Showing respect for personal learning environment
- College uniform promotes mutuality
- Pupils are respected by staff and given the opportunity to explain their side of the story
- Non tolerance of swearing and / or aggressive behaviour
- Pupils encouraged to consider restorative justice, respecting both children's and adults perspective as well as their own
- Expectation of Parents and Carers behaviour on College site.